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AUTHOR Gile, Mary Stuart; And Others

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ABSTRACT

Intended particularly to help educators meet the requirements of Title I of the Elementary and Secondary Education Act, this handbook on long-range planning was also designed to be used by anyone needing to relate student needs to information gathered through planning and needs assessment activities. The first chapter describes the intent of long-range planning and provides key definitions. Chapter two discusses the four major processes in program development: long-range planning, annual assessment, selection of students for the program, and diagnosis of student needs. As outlined in chapters three and four, long-range planning and annual assessment involve preplanning, planning in committee, collecting relevant information, summarizing the data, and designing a program based on the information gathered. Chapter five covers the recording and summarizing of the relevant information, including achievement test scores, retention records, grades, and other performance indicators. The final chapter concerns the varied methods for developing Title I programs, urges consideration of several factors in the development process, and concludes with a program element checklist for assessing the adequacy of the program developed. Eight resource sets useful at different stages of the planning process are appended. (PGD)

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PROGRAM DEVELOPMENT:

Procedures for Long-Range Planning

Prepared By:

Mary Stuart Gile
Consultant, Title I E.S.E.A.

M. Christine Dwyer
Susan L. Reichman
Region I, Title I Technical Assistance Center

February 1982

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ESEA Title I Evaluation
Technical Assistance Centers

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PREFACE

There are many approaches to planning educational programs. This handbook has been written to assist and support Title I staff, particularly those whose responsibility it is to make the vital connections between the information generated through planning and needs assessment activities and programs that meet the needs of Title I students. While it has been written for Title I, the ideas and suggestions are generic and can be used by anyone with similar charges.

The handbook contents support selection of planning approaches that reflect the interests and needs of learners and the philosophy and environment of the local educational setting. The general goal of Title I ESEA is to develop programs that are responsive to the greatest needs of educationally deprived children in order to enhance their learning. The staff of the New Hampshire E.S.E.A. Title I office, believes that all planning activities should demonstrate a commitment to the learning potential of every student and to processes that respect the contributions from everyone involved.

- Chapter 1 describes the intent of long-range planning, including the purpose, rationale, and key definitions.
- Chapter 2 discusses the processes in program development that are key to Title I, including long-range planning, annual assessment, student selection, and diagnosis of students' needs. Differences between these terms are clarified operationally.
- Chapter 3 presents the five major activities in long-range planning, including preplanning, planning with the committee, aggregation of existing and new information, data summary, and reporting and program design. A sample timeline for activities is proposed. Finally, some critical issues that should be considered are discussed.
- Chapter 4 looks at annual assessment activities in much the same way and suggests ideas that may help in achieving maximum information with minimum effort.
- Chapter 5 explains how to record and summarize information that has been gathered during long-range planning. Examples are presented that include summary statements which show how the data can be used in program planning.

- Chapter 6 addresses the development of Title I programs. Several recommendations are included for translating needs summary statements into ideas for program directions and priorities. Questions and checklists are included to ensure that as the program develops, program characteristics are connected to the information generated in the planning process.

Following these chapters are eight resource sets which provide examples of specific activities in the long-range planning process. Throughout the text, the symbol ⬡ has been used to identify one or more resource sets which provide useful information for that activity.

The idea for writing this handbook was initiated several years ago. Since, then ESEA legislation has been amended by Chapter 1 of the Education Consolidation and Improvement Act (ECIA). The confusion caused by this change has prompted us to continue the use of the term Title I ESEA throughout the text. Please note that all references to Title I in this handbook refer to Title I as amended by Chapter 1.

1. THE INTENT OF LONG-RANGE PLANNING

WHAT IS THE PURPOSE OF LONG-RANGE PLANNING?

Effective Title I programs are dependent on a variety of related activities including long-range planning, annual program assessment, student selection, and individual student diagnosis. The purpose of these activities is to accurately identify the educational needs of students for whom teaching and learning in the traditional sense presents problems -- those referred to in the legislation as the educationally deprived. Long-range planning is the initial step in the development of successful programs.

WHY PLAN?

The general goal of Title I is to develop programs that are responsive to the learning needs of a particular group of students and which ultimately improve their academic achievement. Ideally, such programs should flow from both objective and subjective information.

WHO ARE THE EDUCATIONALLY DEPRIVED?

According to Title I regulations, "children whose educational attainment is below the level that is appropriate for children of their age" are considered to be educationally deprived. The application of this definition may vary from school district to school district.

WHAT IS AN EDUCATIONAL NEED?

In New Hampshire, there are many variations in the quality of learning opportunities available to students. Lack of educational success is related to factors which vary by age, school and community. An educational need may represent the difference between what is...and what could be. A need may also be identified as a thing perceived to be lacking even though the ideal state cannot be identified.

WHEN SHOULD PLANNING OCCUR?

Long-range planning is recommended prior to the development of a new Title I program. Whenever possible, it should be part of, or at least coordinated with, a district's comprehensive educational planning. To ensure programs that are continually responsive to youngsters, it is recommended that long-range planning occur every three to five years.

HOW DO TITLE I PROGRAMS DEVELOP?

The ultimate goal of Title I is to help children experience success in their educational settings. Title I programs develop when the information about students' needs generated in the long-range planning activity is used in a creative problem-solving process to translate needs into program characteristics.

"Dream the best possible program. If it is based on youngsters' needs and really worth doing, there is a way to make it a legal Title I program."

Richard B. Hodges, Jr.
Coordinator
New Hampshire Title I, E.S.E.A.

2. THE PROCESSES IN PROGRAM DEVELOPMENT

Historically, needs assessment as a Title I term has been used with various meanings to refer to activities which might be more accurately described as long-range planning, annual program assessment, student selection, and diagnosis of student needs. The first two activities deal with program planning as a whole; the latter two deal directly with planning for individual students. In this section, definitions and characteristics of all four processes are presented.

LONG-RANGE PLANNING is a means of determining what kind of program is needed to best meet the needs of children in eligible attendance areas. The process has four phases:

- developing a profile of students with educational needs;
- determining the areas of greatest educational need;
- developing an educational plan of action to respond to the needs identified; and
- determining what parts of the plan should be met with Title I funds.

Characteristics of Long-Range Planning

The school district has the major responsibility for the process because it is an integral part of the Title I proposal. Long-range planning is most often assigned to the Title I Project Manager. In some situations, it may be advisable for the Superintendent or Project Manager to delegate responsibility for long-range planning to a third party, preferably within the district, to avoid conflict of interest.

Many categories of people (parents, classroom teachers, Title I staff, nonpublic school staff, special services staff, school board members, administrators, students, when appropriate, and community representatives) should be involved in the planning process.

Parent Advisory Councils (PACs) and other parents are required to play an important role in all phases of the process.

The process involves planning, acquiring and analyzing information, prioritizing needs, determining areas to be served, and designing programs.

Long-range planning should include several types of information; students' test scores, opinions of parents and teachers, grades, an analysis of existing district program strengths and weaknesses, trends and successful practices.

The results should be the basis for deciding what the Title I program will be like; that is, grade levels and content, curriculum approach, scheduling and grouping.

It should occur every three to five years.

Long-range planning can be time-consuming and difficult, and thus should ideally be part of, or coordinated with, planning for other programs: for example, staff development, Vocational Rehabilitation, and Vocational Education.

ANNUAL PROGRAM ASSESSMENT is a yearly taking stock of program progress. The process has the goal of improving or fine tuning the operation of the program.

Characteristics of Annual Program Assessment

It is required by Title I regulations and should occur annually.

The Project Manager has responsibility for the process and reporting to the State Title I Office.

The process should include opinions from parents, Title I and regular school staff about how the program is operating. It should also include a review of the most current evaluation data.

Parent Advisory Councils (PACs) and other parents must be involved in the collection as well as the combination of information.

The assessment itself may be essentially a Title I activity and need not involve other programs in the district. However, other district activities and programs should be considered if decisions are made which could affect the Title I program.

Annual program assessment is the basis for taking a good look at the program, reviewing, adjusting, or modifying program activities and plans, and making recommendations.

STUDENT SELECTION is the process of identifying which students have the greatest educational needs and should be in the Title I program.

Characteristics of Student Selection

The selection process should be systematic and fair to all children. Each eligible child should have an equitable chance of being considered for Title I.

Test scores are usually part of the process but should not be the only basis for selecting students. Other information that can be used includes teachers' judgments and observations, reading level and group of the student, student's grades, and parents' judgments.

The selection process should be described in the program's application.

When a child is considered for Title I, parents should be notified and given information about the Title I program. As part of the student selection process, it is advisable to obtain written permission from parents/guardians.

The selection process should be flexible so that students may be added to the program during the year, as space becomes available.

DIAGNOSIS OF STUDENT NEEDS is a process of determining each student's strengths and needs in the subject area of the Title I program so that the student's work can be designed appropriately.

Characteristics of Diagnosis of Student Needs

It is usually done after the selection for Title I and pretesting.

Diagnosis can be done in many ways, including test results: analysis by formal and informal instruments; observation including listening to children's reading; finding out what the children think of their work; asking for classroom teachers' and parents' perceptions of children's progress.

Individual parent conferences with Title I staff should be used to discuss children's progress in skill areas; including the results of any diagnosis.

The purpose of student diagnosis is to provide a complete profile of each student's strengths and needs.

3. THE ACTIVITIES IN LONG-RANGE PLANNING

Long-range planning is a process for determining the kind of program best suited to meet the needs of students in eligible areas. As a process, it is more art than science. In other words, there is no prescribed method for neatly aggregating information that will result in a program description. The end product of long-range planning is a general picture--that is, a profile of students with educational needs and an idea of the areas and levels of greatest need. It should be the basis for deciding what the program will be like, specifically content and grade level as well as general operating guidelines. Given that understanding, the sequence of activities as outlined in this section should be considered general guidelines in the art of putting together information for program planning.

PREPLANNING

The person responsible for Title I long-range planning (usually the Title I Project Manager) should initiate the process early. Typically, about eight to twelve months is required to adequately complete activities. For example, if information is required for program development in January, 1983, the process should be initiated in the Winter of 1982. Of course, time may be shorter if existing data is sufficient and committees are well organized.

The following steps should be included in preplanning:

- Contact the Superintendent and principals to find out if other programs have conducted or are planning to conduct needs assessments or planning activities which would generate information useful to Title I long-range planning. This will avoid duplication of effort.

- Organize a Planning Committee or task group to guide the long-range planning process. The Committee should include people who are knowledgeable about the needs of Title I children, such as Title I staff, regular school staff from different grade levels, Parent Advisory Council representatives, administrators, special staff and community representatives.

- Develop a general guideline for the planning process by clarifying the scope of planning effort (i.e., grades K-12 or subsections such as junior high). Ideally, long-range planning should encompass needs identification at all grades. For example, high school students' needs should be considered even if there is no current high school Title I program.

PLANNING WITH THE COMMITTEE

The Planning Committee should be prepared by the Title I Project Manager (or individual who is responsible) for the long-range planning task. A consensus should be established regarding the purpose of the planning process, the responsibilities Committee members will have and the approximate timeline for completion. The various responsibilities will be determined by the way long-range planning tasks are defined. Examples of tasks include: information searching, data summary, instrument development and coordination of subcommittees.

AGGREGATION OF EXISTING AND NEW INFORMATION

The Committee must first identify which types and sources of information will be used as planning data. These may include achievement test scores or competency test results: opinions of parents and teachers about students' needs: data from school records like retention rates, absenteeism, drop-out rates, and grade reports; and facts about existing school program strengths and weaknesses.

It is strongly recommended that the Committee take advantage of relevant information which already exists (e.g., scores from district testing program) rather than to collect new data. It is also important to use sources of information which may be complementary and thus provide as comprehensive a picture of need as possible.

- For sources of existing information, such as records, the Committee should identify compilation and aggregation responsibilities and procedures. For example, the Committee may decide to take existing test scores which they will summarize in a matrix by content and grade level as the percentage of students scoring below a given percentile level.
- For new information to be collected, the Committee should assign responsibility for instrument development, collection of information and summary. For example, a subcommittee will develop a questionnaire to collect opinions from parents and teachers about children's specific educational needs.

DATA SUMMARY

Any type of information which is collected (test scores, grade reports, questionnaires) should be summarized in brief narrative form for later presentation to the entire Planning Committee. Narrative interpretation of data should include student needs suggested by the information as well as ideas for program guidelines (e.g., student/teacher ratio, scheduling, role of parents).

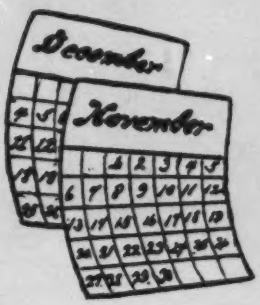
The Planning Committee should review the narrative reports and develop a summary of needs statements and suggestions for program description. This summary forms the basis for the Title I program proposal. In later chapters, ways of summarizing data and examples of needs summary statements are provided.

REPORTING AND PROGRAM DESIGN

The Planning Committee's report on the long-range planning process is presented to the Title I Project Manager. The Project Manager has the responsibility of presenting the report to the Superintendent of Schools and to the Parent Advisory Council. The Project Manager should actively solicit reactions to the findings of the report and encourage written comments and suggestions from the Superintendent and the Parent Advisory Council. A special meeting of the Parent Advisory Council might be convened for the purpose of examining and reacting to the report. Ideally, the Parent Advisory Council representative(s) to the Planning Committee would lead the discussion.

Now the ultimate goal of long-range planning is within reach. The Project Manager can now design a program based on the original summary of needs statements and suggestions made by others. The information should be used to decide subject areas, grade levels, grouping patterns, techniques and strategies, and use of human resources.

SEQUENCE OF LONG-RANGE PLANNING ACTIVITIES

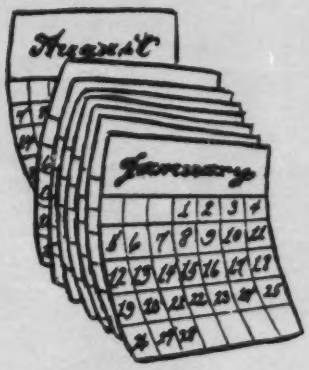


1. PREPLANNING

November	Contact administrators about other planning efforts
December	Select Planning Committee
	Clarify scope of planning effort

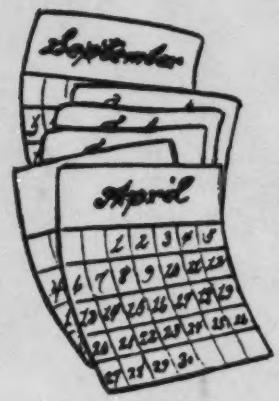
2. PLANNING WITH COMMITTEE

January	Establish guidelines and roles



3. AGGREGATION OF INFORMATION

January	Identify types and sources
February-April	Collect and summarize existing data
March-May	Develop and administer new instruments
June-August	Summarize new data



4. DATA SUMMARY

April-August	Develop narrative statements
September	Summary of program ideas

5. REPORTING AND PROGRAM DESIGN

November	Prepare and submit reports to Superintendent and to PAC
December-February	Develop program plan

ISSUES FOR CONSIDERATION

In order to ensure that long-range planning is as productive as possible, some issues should be addressed during preplanning activities.

Four common issues include:

- the selection of a person to coordinate long-range planning
- staff anxieties about program changes
- the impact of reduced funding
- the extensive time necessary for long-range planning.

Resolving these issues before they become problems will result in long-range planning activities which will flow smoothly from preplanning to actual program development.

1. WHO IS THE BEST PERSON TO COORDINATE TITLE I LONG-RANGE PLANNING?

When long-range planning is coordinated with district planning activities, the Project Manager, a staff person, or both should serve on the Planning Committee as representatives and advocates for the educationally deprived students. If, on the other hand, long-range planning is strictly a Title I function, it can be coordinated by the Project Manager or a non-Title I staff member who is knowledgeable about Title I, such as a school principal or curriculum coordinator. The advantage of the second arrangement is that it reduces bias in favor of the existing program and makes it easier to direct the total planning effort toward determining youngsters' educational needs. The district's Superintendent of Schools, State Title I consultant, or Technical Assistance Center representative are resources and should be consulted if problems arise in making this decision.

2. WHAT STEPS CAN BE TAKEN TO ALLAY STAFF ANXIETY ABOUT THE POTENTIAL PROGRAM CHANGES?

Project Managers and Title I staff need to confront the probability that the results of a long-range planning activity may involve a change in the Title I program. It is reasonable to expect that after three to five years of effective Title I instruction, long-range planning results would indicate the need to move in a different direction. Such findings may even reflect an educational success story.

One of the major strengths in Title I is the emphasis on direct services to children; a second is the fact that local educational staff and parents participate in the program planning and development process. A benefit of this combination is that programs evolve in response to educational needs.

Title I programs vary and change. Potential changes can be regarded as opportunities for all Title I staff to refine and expand their repertoire of skills through staff development activities.

3. WHAT IMPACT WILL CHANGES IN FUNDING HAVE ON PLANNING OUTCOMES?

One of the products of the planning process is a list of educational priorities that may represent the ideal or maximum services for Title I funding. Included in this information should also be potential alternatives that can respond to reductions in funding.

For example, as a result of the long-range planning activity, a district decided that the Title I program should focus on mathematics and serve students in grades 2-10. Staff requirements included a project director, eight full-time tutors, and a part-time Home School Coordinator to coordinate parent involvement. Planning should include alternatives for a reduction in funds. To develop alternatives, the following questions might be addressed.

- Does the need for mathematics assistance exist in every grade or is it greater in some and less in others? A review of test data may reveal greater need in grades 4, 5, and 6 and again in grade 8. The response may help in identifying a focus for diminishing resources.

- How serious is the parent involvement need? One of the tutors or the project director may reduce their direct services or management workload and assume parent involvement responsibilities.

- Are any tutors interested in working part-time or in sharing a position with a colleague? Are tutors paid for a full year? Some may be amenable to completing work on June 1st (instead of the 10th or 15th): others might prefer delayed starting (October 1 instead of early September).

These examples are alternatives to consider in addressing reductions in funding. Also, investigate the availability of district and other federal funds. Before approaching the school district administration with a request for additional funds, seriously consider selecting alternative program activities at reduced funding levels.

4. WHY DOES LONG-RANGE PLANNING REQUIRE EXTENSIVE TIME COMMITMENTS?

Almost any activity that is expected to generate substantive information is time-consuming. Title I students deserve the best. Title I staff and parents want the best for their youngsters.

Extensive time commitments are required at several points in program development including:

- gathering and summarizing relevant information
- developing alternative program designs
- developing consensus about program priorities.

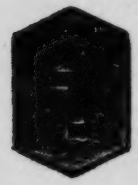
A key to the long-range success of a Title I program is the willingness to allocate time to planning activities.

4. THE ACTIVITIES IN ANNUAL PROGRAM ASSESSMENT

Annual program assessment activities afford all those associated with a program with checkpoints -- times to assess or take stock of program progress. Annual program assessment is required by law and is the responsibility of the Title I Project Manager.

Five stages were outlined in the previous section: preplanning, planning with the committee, aggregating information, data summary, and reporting and program planning. The same stages are also appropriate for annual program assessment. However, the actual activities may vary and the entire process is usually completed over a shorter range of time. The following is a suggested sequence of activities.

PREPLANNING



The first step in the annual program assessment process is the gathering of relevant documents and other information which will be used to review progress of the Title I program in operation. The types of information collected may include:

- the project proposal;
- results of the most recent long-range planning effort;
- the program review and latest evaluation reports;
- correspondence with State Title I consultant(s);
- minutes of Parent Advisory Council meetings;
- correspondence with Technical Assistance Center staff;
- Title I staff progress reports; and
- minutes of staff meetings.

Select a small committee representative of parents, staff, administrators and non-public school staff to assist in annual program assessment.

PLANNING WITH THE COMMITTEE

The committee should critically examine the information collected, paying special attention to the plans set forth in the project proposal. Based on the review and their own knowledge of the program, the committee should next generate a list of current issues or areas of interest related to program operation. The list may take the form of questions or statements. For example, a committee might ask:

What is the level of parent participation in our school?

Is our current schedule maximizing students' time?

Another committee might develop statements, such as:

Title I communication seems to be effective with only half of the classroom teachers.

Test scores for students in the junior high program did not improve as expected.

Because the list of questions or statements is likely to include more items than can be easily examined, the committee must next identify the issues which are of greatest concern or interest. It may be appropriate to focus on only one or two issues each year. In many cases, sufficient information may already exist in order to proceed to the next step.

AGGREGATION OF EXISTING AND NEW INFORMATION

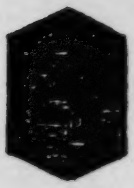
After the committee has identified issues for study, existing information must be aggregated or new data collected. When it <u>is</u> necessary to gather new information about an issue, the committee should consider the most efficient approaches. It is important to collect only what is

needed to answer questions raised, focusing on the issues of concern. Remember that annual program assessment represents a progress check and should not be a repeat of the entire long-range planning process. However, it may be very appropriate to use selected items from the long-range planning process or to repeat some assessment procedures with a smaller sample of students, parents, teachers and administrators.

Annual program assessment often entails use of one or more of the following techniques:

- survey or poll of parents and teachers:
- structured observations of the program in action and of Title I students in regular classroom setting:
- interviews with key personnel:
- advice from outside experts, including Title I colleagues:
- review of records, such as teachers' plans:
- annual evaluation reports:
- student progress charts: and
- informal tests.

DATA SUMMARY



Information which has been collected should be organized according to the problem statements or questions under examination. Narrative statements summarizing the information should then be developed for each problem statement or question.

REPORTING AND PROGAM PLANNING

The committee should examine the narrative summary for each problem statement or question and discuss what changes, if any, should be made in the Title I program. Any changes proposed should be based on actual data.

There are different ways in which the committee could identify possible changes. For example, members might brainstorm a list of recommendations for each problem area. Once a list has been generated, the committee should reach a consensus about the preferred approach.

Proposed program changes and the related reasons, including back-up data, should be summarized and reported in the Title I application.

5. THE RECORDING AND SUMMARY OF INFORMATION

During planning, different types of data are collected. Each type consists of unique information which must be summarized in a meaningful way.

The following are examples of types of information which should be summarized in different ways:

- test scores from standardized achievement tests, competency exams, or locally developed instruments;
- information about student status, such as report card grades, performance indicators, placement in instructional materials, retention rates, and distribution of special services; and,
- opinions of parents and teachers about students' needs which can be collected through questionnaires and interviews.

This section presents four examples of different types of data. Each example includes a brief discussion, a presentation of sample data, a needs summary statement, and possible conclusions. The examples used were selected to be representative of types of data which are frequently collected during planning. Keep in mind that the method chosen for reporting data should be appropriate both for the data collected and the audience receiving the information.

ACHIEVEMENT TEST SCORES

Achievement test scores are often summarized across grades and subject areas by finding the percentage of students below an established percentile cut-off in subtests related to major subject areas. Cut-offs at several different percentile points are possible, but most programs usually select a cut-off between the 30th percentile and the 50th percentile to examine the pattern of needs.

The most recent district-wide testing results are suggested for this purpose. It is ideal to have scores from all grade levels in the major subject areas. Using percentile scores allows a comparison across groups. It is important to use percentage of students rather than total number to facilitate comparisons.

The abbreviated chart which follows shows the percentage of students at each elementary grade level below the 40th percentile in reading, mathematics and listening/study skills. The data is from an achievement test administered recently.

Percentage Below 40th Percentile

Grade	Total Reading	Math	Listening/ Study Skills
2	20%	15%	20%
3	15%	20%	30%
4	50%	25%	30%
5	75%	15%	40%
6	70%	20%	65%

Needs Summary Statement: Achievement test scores show strongest needs in reading in the intermediate grades. A review of the subtest content shows a heavy emphasis on comprehension, especially inferential.

Possible conclusion: An instructional approach is needed which will emphasize comprehension skills at grades 4, 5 and 6.

SCHOOL GRADES

School grades may be summarized in a way similar to achievement test scores. If letter grades are given, a "grade cut-off" can be set and the last quarter's grades examined. An advantage is that all students will have grades and they are easily accessible. For example, the percentage of students at each grade level who received grades of D or lower might be summarized by subject area.

This approach could be especially useful at junior and senior high levels where standardized test scores are often not available or for subject areas in which tests are not administered. Be careful that grades are understood as somewhat subjective ratings of performance and may vary considerably by teacher. If grades are used, the summary report might include a statement of the school's grading policy.

The following chart shows the percentage of students assigned grades D or below in selected subject areas for the third quarter.

Percentage With Grades D or Below in Selected Subjects

Grade	Language Arts/ English	Math	Reading	Social Studies
5	7%	4%	6%	0%
6	5%	3%	4%	2%
7	13%	5%	18%	7%
8	14%	5%	0%	10%
9	10%	4%	0%	12%
10	11%	4%	0%	15%

Needs Summary Statement: The pattern of grades seems to suggest the need for reading/language support at the junior high level. Although there is no reading program beyond grade seven, the subjects in which a great deal of reading is required show a high percentage of failing grades (language arts/English and social studies).

Possible conclusions: Further exploration might be done with teachers to determine students' general needs in those subject areas (i.e., study skills, comprehension, and vocabulary), and at what levels to address these needs. Consider a reading program at grades 7-10 with specific skill emphasis yet to be determined.

RETENTIONS

Rententions are a source of information that may be more appropriate for long-range planning than annual assessment. Consider examining retention rates by grade level or over a period of years to draw some general conclusions about needs.

The following chart shows one school's pattern of retentions at several grade levels over the last five years. Rate refers to the percentage of total number recommended for retention by teachers. Since not all recommendations are carried out for various reasons, it is probably better to use recommended rather than actual retentions, when possible.

Percentage of Recommended Retentions

Grade	1976	1977	1978	1979	1980
K	0%	2%	3%	1%	0%
1	6%	4%	6%	9%	0%
2	12%	8%	10%	15%	18%
3	0%	2%	11%	2%	8%
4	3%	0%	3%	3%	0%

Needs Summary Statement: In this school, most children repeat at grades one and two, especially the latter. There seems to have been an increase in retentions over the last two years, again especially at grade two.

Possible conclusions: There is a need for Title I support at grades one and two with further exploration of the needs of children at those levels. Or, there is no need for Title I in Grades 1 and 2 because retention serves to meet needs. This issue needs further exploration.

PERFORMANCE INDICATORS

Performance indicators may be useful for long-range planning and annual assessment depending on the degree to which objectives are stated, measured and organized across levels. Mastery levels, kinds of objectives and measures used will vary by school district (and may vary by teacher, making uniform comparisons difficult).

In long-range planning, performance indicators may be most useful as a second or refinement step after levels and subject area have been decided. This approach might generate ideas for program emphasis. In annual assessment, this information may be used to pinpoint a new emphasis in existing Title I programs.

The following chart shows the proportion of students mastering critical mathematics objectives. In this school, mastery is assessed twice a year by classroom teachers following the district's competency guidelines. Mastery is one of three designations possible. The others are non-mastery and review needed.

Proportion Not Mastering Objective

	Non-Mastery	Review Needed	Total Not Mastering Objective
Counting by 2's, 5's, 10's	40%	16%	56%
Concept of Place-Value	20%	10%	30%
Addition/Subtraction Facts	35%	30%	65%
Addition (Without Regrouping	12%	55%	67%
Addition (With Regrouping)	20%	60%	80%
Concept of Fractions	8%	15%	23%
Time (Hour, Half Hour)	10%	14%	24%

Needs Summary Statement: Although it is clear that there are some needs in all objective areas, the most outstanding areas are those related to practice and drill in basic facts, counting, and accuracy rather than in conceptual areas.

Possible conclusion: The Title I math program at this level should place emphasis on computation skills.

6. THE DEVELOPMENT OF TITLE I PROGRAMS

Program development is one of the most challenging responsibilities of the Title I Project Manager and staff. It is an opportunity to use the information generated in the long-range planning process, in combination with a knowledge of children and how they learn, to design goals and activities that will improve the Title I students' chances for academic success.

Title I programs develop in different ways. Some emerge as the result of sharing ideas and creating plans among Title I and school staff and parents. Some programs are hybrids, that is variations based on existing Title I programs. Others are selected from appropriate alternatives in the National Diffusion Network; still others may be purchased as packages from a publishing company. Most programs are actually eclectic, developing from "a little of this" and "a little of that." The result is then customized by and for the local community.

ESTABLISHING A PERSPECTIVE

Committee members involved in program design should have a common understanding of the context within which the new Title I program will operate. The answers to the following questions are fundamental and can facilitate this understanding, as well as provide a basis for future decision-making.

- Who are we? Why are we looking for a new program?
- What are the educational needs of our students?
- What are our district's educational goals?
- What services/programs will this program supplement?
- How will this program be coordinated with other district programs?
- What resources are available? Anticipated? Current? Carryover?
- What would happen if we did nothing at all?

Once general concepts have been agreed upon, planning should center on the specific elements of the proposed program. A guide to these elements is the Title I application which highlights key areas from Title I legislation and thus provides a structure for planning and organization.

Program elements which are the basis for a complete Title I application include descriptions of the following:

- long and short-range priorities;
- measurable objectives;
- student referral process;
- criteria for student selection;
- diagnostic procedures;
- major instructional activities;
- techniques and materials required:
- staff development components:
- plans for supervision of staff:
- coordination with other district programs:
- parent involvement component;
- line item budget: and
- evaluation design.

DEVELOPING PROGRAM ELEMENTS FROM NEEDS SUMMARY STATEMENTS

After discussing fundamental issues related to program development, it is appropriate to work directly from the results of the last stage in long-range planning -- the needs summary statements -- to develop program elements. The needs statements are the basis for drawing inferences about possible program directions. The purpose of summarizing the data in needs statements is to organize information into a format which can be easily used by program planners. The conclusions drawn from this data might suggest a variety of program directions.

The small group or committee working on program design (which may or may not be the same group as the committee which conducted the long-range planning effort) should spend at least one complete work session examining the needs summary statements and listing or brainstorming various ways programs could be designed to meet those needs. The list of ideas can then be used by the Title I Project Manager to shape a program following the specific elements in the Title I application.

An extended example of this process follows. The example explains the steps involved in the transition between needs summary statements and formalized program elements.

Step 1: Results of Long-Range Planning

The Planning Committee from a school district collected a variety of information this year for Title I long-range planning. Different members of the committee took responsibility for developing narrative summaries for each type of data collected. The chart which follows shows the information sources they used and the needs summary statements they developed for each source.

DATA SOURCE	NEEDS SUMMARY STATEMENT
Achievement Test Scores	Weakest area overall was mathematics computation and concepts at grades five through eight. The other areas where the largest proportion of students had low scores were social studies, science and reading comprehension at grades three, five, seven and twelve.
Retentions	No pattern emerged from the data on retentions. There were a few at each grade level during the past three years.
Teacher Questionnaire	Teachers at the elementary level identified the specific needs of students in the lower third of their classes. Generally, they listed items like short attention spans, low motivation, inability to follow directions, and poor listening as areas of need. On the other questions, they indicated a preference for individual tutoring. They did not show a clear preference for a "pull-out" or "in-class" program.

DATA SOURCE	NEEDS SUMMARY STATEMENT
Parent Questionnaire	Parents expressed many concerns on the open-ended questionnaire used by the committee. Parents seemed to feel removed from the school and did not know how to help their children with academics. In general, the older the student, the more alienated the parent felt. Parents tended to report that their children did not receive much individual help from teachers. Basic skill areas were most frequently listed as deficient at grades three, six, and seven. Note: very few high school parents responded. Return rate for that group was about 18%.

Step 2: Results of Brainstorming About Program Ideas

The entire committee met to examine the needs summary statements and to generate program ideas by drawing inferences from the information presented. Following are some of the ideas generated by committee members.

When test scores were reviewed, the committee developed the following two ideas:

- Both mathematics and reading comprehension skills should be taught. A focus should be comprehension of written material in whatever content area or format.
- Services should be targeted at grades three through eight.

Examination of the results from the teacher questionnaire resulted in these ideas:

- Consider using both "pull-out" and "in-class" approaches depending on student's needs.
- Materials need to be geared to tasks for which students can clearly identify goals.
- There is a need for many short-term activities that bring success quickly.

Someone suggested looking at test scores and teacher questionnaire results together. That led to the following ideas:

- Students may need help with key vocabulary for directions (conjunctions, quantity words, temporal constructions) as well as other study skills.

- Contact other programs in the school district about inservice training for teachers at grades three through eight so that Title I staff development can be coordinated to district plans.

The committee then moved to consideration of the parent questionnaires:

- One-to-one tutoring is a "must."

- Parents who are interested should receive tasks and materials to use with their children on a regular basis.

- Parent conferences with Title I staff should occur <u>at least</u> three times a year.

- Consider special workshop sessions for parents of junior high students to discuss academic and social needs.

- Contact other district personnel about retention/promotion policy to find out if some students are being passed on from lower grades without mastery of basic skills.

Step 3: Developing Program Elements

The Title I Project Manager used the list of program ideas to develop program elements and then presented the complete proposal to the Superintendent of Schools for approval. Examples of selected program elements follow. Note that the example only addresses a few details of selected program elements. A complete proposal would, of course, address all elements.

PROGRAM ELEMENT	ABBREVIATED NARRATIVE
Long and Short-Range Priorities	Long-range priorities include improvement of reading comprehension and mathematics skills at the intermediate and junior high school levels and a positive change in parents' knowledge and attitudes about the school's efforts. The short-range priority is to establish an intensive tutoring program in grades three through eight which will focus on reading comprehension skills and mathematics problem-solving.
Measurable Objectives	At grades three through eight, 30% of the students will gain at least 4 NCEs between pre- and post-testing on a reading achievement test. At least half of the students in the mathematics program will master the skills listed on the district's math competencies list for their grade level.
Criteria for Student Selection	Third, fourth and fifth grade students will be selected for the mathematics program on the basis of a low test score on the district's testing program (below 40th percentile) and the number of identified skill deficits on the teacher's referral form.
Staff Development Component	Two days of pre-session inservice for all Title I staff are planned. Topics will include how to communicate about achievement with parents, techniques for enhancing inferential and evaluative comprehension, ways to build vocabulary, and a review of basic mathematics concepts taught in the math text series used in the elementary grades.

It should be clear from this example that developing a good program description requires considerable time and thought. Developing a new Title I program depends on a keen sense of students' needs, abilities, interests and developmental levels, as well as knowledge of the community's and school's existing academic programs, available resources, operating philosophy and goals for children.

SPECIAL CONCERNS FOR THOSE ADOPTING EXISTING PROGRAMS

It is important to be as careful in adopting an existing program as it is in developing one. It is necessary to consider basic program issues including background information, suitability of the program to the district and specific concerns about implementation. The questions which follow are organized into phases for screening potential programs and may help to guide the planning group's thinking and decision-making.

Phase 1: Screening

- What is the theoretical and philosophical basis for the program?
- Does it focus on students' strengths or weaknesses?
- Are program activities appropriate for the developmental levels of our students?
- Is the focus of the program diagnostic, remedial, preventative or enrichment?
- What are the long and short-term goals of the program? Are they compatible with those of the district?
- Are the program objectives measurable?

Phase 2: Strength of Background Information

- What reports are available about the program from parents? ...from Title I staff? ...from teachers? ...from other sites which have adopted program?
- What are the potential advantages of the program for children? ...teachers? ...community? ...parents? ...school?
- What are the potential disadvantages of the program?

Phase 2 (continued)

- Which disadvantages are significant to our decision?
- What are the long and short-term goals of the program? Are they compatible with those of our district?
- Is there longitudinal research about program effects?
- What does the program cost?

Phase 3: Suitability

- What type of staff is needed? What special qualifications are necessary?
- Are student selection criteria and diagnostic procedures appropriate?
- What test instruments are used? Are they appropriate to New Hampshire and to Title I?
- How much time is spent on student assessment?
- Given local human and financial resources, is this program feasible?
- Can the program be integrated into the ongoing education program as a supplementary service?
- Does the program match our district's educational philosophy?

REVIEW OF PROPOSED PROGRAM ELEMENTS

When planning for the Title I application reaches the final stages, a review of the proposed program elements is suggested to ensure completeness and appropriateness. The following checklist can be used to review proposed program elements.

If items 1, 2, 3, 4, 7, 8 and 17 are checked NO, a serious review of the proposed program is warranted because these statements are key to effective program development and approval. Each additional statement checked NO also deserves attention. These statements, as well as any comments, may be used for discussion purposes, resolution of differences of opinion, or they may form the basis for long-range program improvement.

PROGRAM ELEMENT CHECKLIST

YES - indicates satisfaction with the program's intentions and clarity.

NO - indicates inadequacy or lack of clarity.

NA - indicates that the statement is not relevant

GENERAL	YES	NO	NA	COMMENTS
1. The Title I program will contribute to the district's goals for students.				
2. The Title I program is appropriate for the developmental levels of the students.				
3. The program responds directly to needs which emerged from long-range planning.				
4. The program is free of sex and cultural biases.				
5. The required level of classroom teacher involvement can be expected of teachers in district schools.				
6. The required level of parent involvement can be expected of parents in this community.				
7. Building principals and other administrators support the goals of the Title I program.				
8. Building principals and other administrators agree with the processes to be used.				

PROGRAM ELEMENT CHECKLIST

STAFF	YES	NO	NA	COMMENTS
9. Title I staff available (or to be hired) have the specialized skills required to implement the program.				
10. Planned in-service training upgrades staff skills and supports project objectives.				
11. Staff-pupil ratio is adequate for meeting program goals.				
12. Procedures for Title I staff supervision are defined in written form such that they can be shared with others.				
13. Supervision and support services for paraprofessionals and volunteers are defined.				
PROGRAM CHARACTERISTICS	**YES**	**NO**	**NA**	**COMMENTS**
14. The amount of the student's day spent in the Title I program is appropriate to meet learning goals.				
15. Diagnostic information is used for planning each student's program.				
16. Grouping is varied, allowing for differences in students' needs and interests.				
17. The scheduling of program participation complements and supplements a student's basic program.				
18. The facilities are adequate for operation of the Title I program.				
19. Recordkeeping procedures are specified and adequate without being burdensome.				

PROGRAM ELEMENT CHECKLIST

INSTRUCTIONAL METHODS AND MATERIALS	YES	NO	NA	COMMENTS
20. Specific methods for encouraging positive learning behavior in students are identified as part of the Title I program.				
21. Specific techniques and materials to be used in the Title I program have been selected by Title I and regular staff.				
22. There is some evidence that the teaching techniques to be used produce at least short-term effectiveness.				
23. Techniques and materials reflect high interest and motivating approaches.				
24. Techniques and materials span a range of achievement levels for each grade level.				
25. Materials are matched to the needs of the students and to Title I objectives.				
26. Specialized materials and equipment required are already available or accessible and affordable.				
COORDINATION AND COMMUNICATION	YES	NO	NA	COMMENTS
27. Guidelines are established for the types and frequency of planned contacts with classroom teachers and specialists.				
28. Guidelines are established for the types and frequency of planned contacts with parents.				
29. Guidelines are established for the types and frequency of planned contacts with administrators.				

Resource Set 1

RESOURCE SET

NEW HAMPSHIRE'S PROGRAM APPLICATION FORM 831

These are sections of the new application forms that relate to annual program assessment and long-range planning.

PART A: PROGRAM DEVELOPMENT
(based on Needs Assessment)

1. Do you propose any changes from your project plan for last year? Yes ___ No ___

If YES, submit amendments to previous year program on Project Description Form 832. If NO, it is not necessary to file a new Form if you have previously submitted a Project Description (Form 832) for this year. Project Descriptions currently on file for projects in which there is no change will be reviewed in light of the current year's information, program review, evaluation and discussion with local people before re-approval for next year. Changes include numbers of students to be served, locations, staff, etc., as well as program methodology.

2. What previous evaluation and needs assessments results have led you to continue this program or make changes as requested?

Include most recent evaluation reports, interim data on current year, input from parents, teachers (Title I and non-Title I), school board members, administration, general citizens, etc.

Program Data and Source	Decision(s) Based on Information

PART B: PROJECT DESCRIPTION

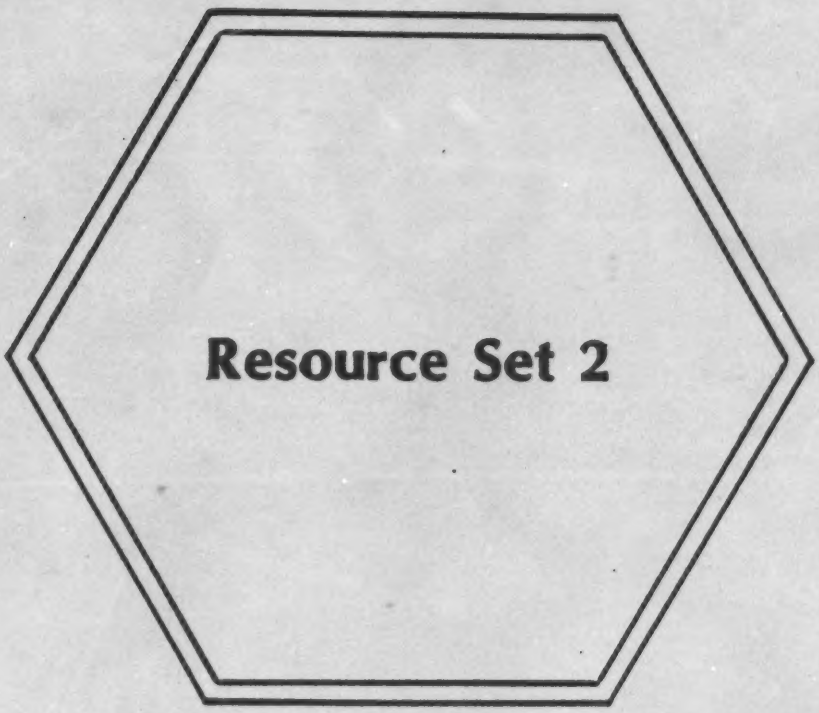
This application is submitted for 1__ 2__ 3__ years.
The next application will be due for the 198__ - 8__ school year.

1. LONG-RANGE PLANNING

   A. What priority educational needs were identified during the long-range planning?

   B. Describe briefly how these were identified and how the one(s) were selected for the focus of the Title I project as indicated in "C" below.

   C. Describe the educational need(s) that this project is intended to meet.


Resource Set 2

RESOURCE SET

HOW TO DEVELOP A QUESTIONNAIRE

HOW TO DEVELOP A QUESTIONNAIRE

Frequently, questionnaires are constructed and administered in the long-range planning and annual assessment processes. Care must be taken in the planning and construction of a questionnaire to ensure that the number of returns will be adequate, that results can be analyzed readily and that the instrument will serve the purposes intended. This section includes some of the essentials of questionnaire construction; the basic steps to follow in developing the instrument; examples of item formats to consider; and a checklist for reviewing items.

DEVELOPMENT

Whether items are "borrowed" from another program's instrument or written for a specific purpose, the steps for developing a questionnaire are essentially the same. Although at first the process outlined below may seem time-consuming, following the twelve steps should result in savings of time and effort in the long run. These steps are divided into three stages -- planning, development and final preparation.

Stage 1: Planning

The first four steps could be labelled "planning" because they set the boundaries for the remainder of the process.

1. Define the topics. The person or group developing the questionnaire should begin by making a list of topics to be clarified by administration of the instrument. One way to proceed is to brainstorm or list endings for the stem sentence "We want to know...." Once a list of topics is generated, it can be easily pared down by applying several criteria (e.g., appropriateness, resources available, intended length).

2. Specify the target audience. It is important to define the characteristics of the groups that will receive the questionnaire before proceeding (e.g., parents of Title I students, elementary classroom teachers, administrators). It may be tempting to try to use the same questionnaire for all audiences you wish to survey. While this is sometimes possible, it is best not to mix audiences during the development process. At least, take particular care that the items selected and the format chosen are appropriate for each audience. A potential respondent can be "put off" quickly by items which are intended primarily for others (i.e., items which may ask for information he or she does not have).

3. Identify the audience's frame of reference. Once the audience has been specified, some consideration should be given to how familiar its members are likely to be with the topic at hand. Particular attention should be paid to language use, including specialized terms and unfamiliar concepts.

4. Decide on item format(s) and determine procedures for summary and analysis. It is at this point that the format for item writing is selected. See the next section for examples of format types. It is important at the same time to decide how to tabulate and then summarize the data generated from each item. How will the data be tabulated? Who will do the summary? When will it be done?

Stage 2: Development

Steps five through nine could be labelled "development" stages as they include most of the work associated with creating the instrument.

5. Write the items. Using the topics outlined in Step 1 and following the format decision implied by Steps 2 through 4, begin writing drafts of items. Remember to be as economical as possible in the information asked of respondents. The checklist for review of items later in this section may be helpful as a guide for item writing.

6. Review the items. Using the proposed checklist (see Criteria for Item Review) or another method, review the items that have been developed (or selected from another source) and discard or revise as necessary.

7. Sequence items logically. Generally, the advice given is to order items from general to specific within the categories or subheadings of the questionnaire. Sometimes it is helpful to group items of similar format together; open-ended items are often used near the end of the instrument to "capture" last thoughts.

8. Prepare data summary sheet. It is a good idea at this point to develop the tabulation worksheet to be used to analyze specific items. Doing so will serve as a reminder of the kinds of information each item will generate and may prevent including items on the questionnaire which will be difficult to summarize later.

9. Field test items and revise. Now that the questionnaire is in draft form, try it out with a few people similar to the members of the target audience. Ask them to complete the questionnaire and then discuss individual items, paying attention to those which cause confusion either in the item stem or the response procedures. Make revisions based on the results of the field test.

Stage 3: Final Preparation

There are three other steps to be completed before the instrument is ready for final distribution.

10. Write a cover letter. Prepare a letter to respondents which will either become a part of the questionnaire or will accompany it. The cover letter should explain the instrument's purpose, include clear directions, give a contact person and a deadline for completion. Attention to these details should contribute to a higher rate of response.

11. Check final appearance and format. Aim for a professional looking, neat, readable instrument. Print, mimeograph or copy it, rather than ditto, if at all possible. Again, details of appearance can contribute to increased return rate.

12. Maximize return rate. Plan to ensure a high rate of response to the questionnaire. This may include developing a procedure for second mailings or sending reminders. At a minimum, include a self-addressed envelope. If the budget permits, include return postage. This step will significantly increase returns.

ITEM FORMATS

The format chosen for items will depend both on the information needed and the frame of reference of the target audience. To illustrate some of the different format types, this section includes examples from questionnaires which other Title I programs have developed.

In general, items are either open (no boundaries placed on responses) or closed (response type fixed), or a mixture of the two. There are many kinds of closed items including forced choice, multiple choice, checklist, ranking and ratings. While closed items are easier to summarize, they tend to limit responses to predetermined choices.

Closed: Checklist

I would like to learn more about how to help my child with (check all those which apply):

_____ Language Development

_____ Readiness for School

_____ Behavior

_____ Social Development

_____ Reading

_____ Mathematics

Closed: Multiple Choice

In what situation do you prefer to give extra help to students?

(a) one-to-one tutoring inside the classroom

(b) one-to-one tutoring outside the classroom

(c) small group instruction inside the classroom

(d) small group instruction outside the classroom

Closed: Forced Choice

Would you support a Title I summer program if federal funding is available?

____ Yes ____ No

Closed: Ranking

Rank in order of importance the skills you think should be emphasized in the Title I program (1 as most important):

____ following directions

____ vocabulary development

____ word attack

____ comprehension

____ correct usage

____ oral reading

____ problem solving

Closed: Rating

Indicate your satisfaction with your child's progress in each area by circling the appropriate number:

	Satis-factory				Unsatis-factory
Reading	1	2	3	4	5
Math	1	2	3	4	5
Speech/Articulation	1	2	3	4	5
Written Language	1	2	3	4	5
Spelling	1	2	3	4	5

Closed: Rating

Indicate your opinion of each item by circling the appropriate rating.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Communication with teachers is good.	SA	A	N	D	SD
2. Title I has helped my child feel better about him/herself.	SA	A	N	D	SD
3. Title I has increased my child's reading skill.	SA	A	N	D	SD
4. Title I has improved my child's attitude toward school.	SA	A	N	D	SD

Open-Ended Item

In general, my opinion of the Title I program is:

CRITERIA FOR ITEM REVIEW

The following ten questions can be applied to questionnaire items written in order to improve them.

1. Does the question ask only for needed information?

2. Is the question limited to one topic?

3. Are the words simple, direct and familiar to respondents?

4. Is the question clear and to the point?

5. Does the question avoid leading the respondents? In other words, does the question avoid words or phrases which influence responses for unrelated reasons?

6. Does the question apply to all respondents?

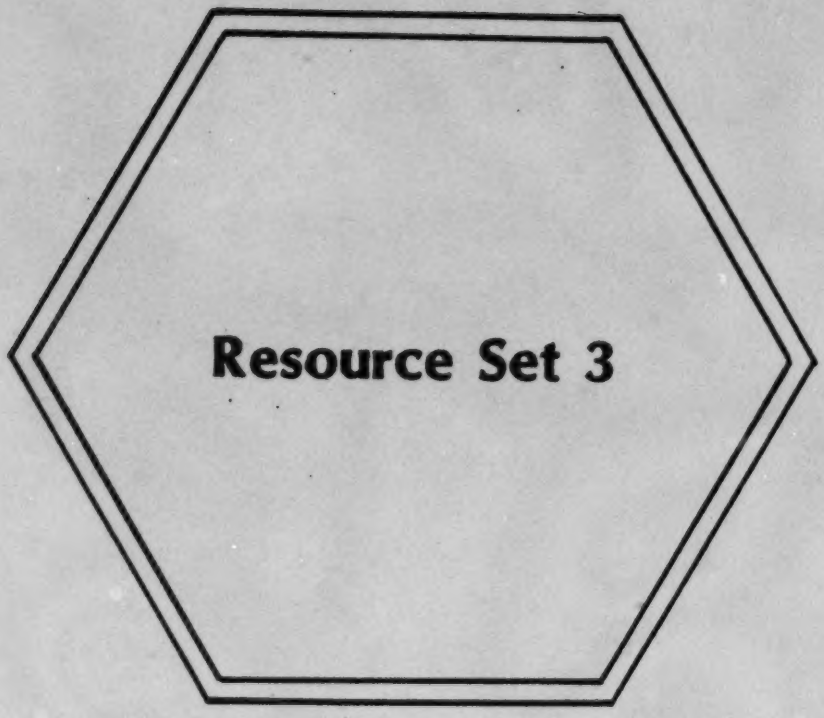
7. Does the question include "points of reference" to ensure consistent interpretation (e.g., number of hours or minutes of instruction, percentile ranges)?

8. If a closed item format is used, do options included cover all possible aspects of the question?

9. Does the question avoid the use of negatives or negative phrases?

10. Does the question permit a response that indicates lack of knowledge or opinion without demeaning the respondent?

In applying the above criteria, an answer of "no" to any item indicates the need to improve or discard that item.


Resource Set 3

RESOURCE SET

SAMPLE ITEMS FOR PARENTS

Examples were adapted from questionnaires developed by Title I staff in the following school districts: Timberlane Regional School District, Rye, Concord, Somersworth, Lebanon and Londonderry.

SAMPLE ITEMS FOR PARENTS

Following are six examples from questionnaires used by New Hampshire Title I programs. These are not complete questionnaires, but rather selected samples.

EXAMPLE 1:

Listed below are the major areas which determine a child's success in school. In order to help us determine the educational needs of the children in our schools, please indicate below your level of satisfaction with your child's performance in these areas. Base your response on what you see at home: do not try to guess what goes on at school.

My child is in grade _____.
I feel my child's general attitude toward school is:
favorable _____ unfavorable _____

Circle the appropriate number to indicate your level of satisyfaction with your child's performance:

	Satisfactory		Unsatisfactory		Unable to Determine
Reading	1	2	3	4	N/A
Math	1	2	3	4	N/A
Speech/Articulation	1	2	3	4	N/A
Written Language	1	2	3	4	N/A
Spelling	1	2	3	4	N/A
Handwriting	1	2	3	4	N/A
Science	1	2	3	4	N/A
Work Habits	1	2	3	4	N/A
Creativity	1	2	3	4	N/A
Motivation	1	2	3	4	N/A
Self Confidence	1	2	3	4	N/A
Self Image	1	2	3	4	N/A
Peer Relationships	1	2	3	4	N/A
Independent Thinking	1	2	3	4	N/A

EXAMPLE 2:

If your child required remediation in any area, in which of the following situations do you feel he/she would meet the greatest success? (Please check one)

_____ one-to-one tutoring outside the classroom.
_____ small group instruction inside the classroom.
_____ small group instruction outside the classroom.
_____ additional instructional time inside the classroom, i.e., instructional aide.

EXAMPLE 3:

By what means of communications would you prefer to receive information about:

Title I Programs		Your Child	
newsletter	_____	newsletter	_____
conference	_____	conference	_____
telephone	_____	telephone	_____
group meetings	_____	group meetings	_____
notes	_____	notes	_____

In what way are children's attitudes affected by being taken out of the classroom for Title I services? (Please check or comment.)

_____ Improved
_____ Not Affected
_____ Adversely
_____ Other
_____ Does Not Apply

EXAMPLE 4:

Regarding the Title I Program, please circle a rating for each of the following questions:

\+ improvement o no change - decline

1. My child is willing to express him/herself verbally + o -
2. My child listens attentively + o -
3. My child is confident and accurate in writing + o -
4. My child feels better about him/herself + o -

Indicate Grade Level _____

In general, my opinion of the Title I program is: _____

_____

EXAMPLE 5:

	YES	NO
My child is in grade _____		
My child has a good attitude towards school.	___	___
My child has a good attitude toward him/herself.	___	___
My child has good study skills.	___	___
My child is motivated to learn.	_	_
My child is having problems in:		
math	___	___
reading	___	___
spelling	___	___
spoken language	___	___
written language	___	___
other	___	___
	___	___
My child is now in Title I.	___	___
My child has been in Title I in the past.	___	___

EXAMPLE 6:

I would like to see my child(ren) get help with the following:

Academic Development	VERY MUCH	SOME-WHAT	NO
1. Language			
a. listening skills (attending, following directions, remembering, understanding)	___	___	___
b. speaking skills (expressing ideas, correct sentence structure)	___	___	___
2. Thinking Skills (classifying, problem solving)	___	___	___
3. School Readiness (general readiness for kindergarten/first grade)	___	___	___
4. Reading (comprehension, word attack skills)	___	___	___
5. Math	___	___	___

EXAMPLE 6: (Continued)

	VERY MUCH	SOME-WHAT	NO
Social Development			
1. Positive Self-Concept	____	____	____
2. Improving Self-Confidence	____	____	____
3. Improving Motivation	____	____	____
4. Compatibility with Peers, Teachers (social problem solving)			
5. Other	____	____	____
School Behaviors			
1. Task Skills (attends to work, gets work done)	____	____	____
2. School Rules and Responsiblities	____	____	____
3. Other	____	____	____
Parent Involvement			
I would like to learn more about how to help my child with:			
1. Language Development	____	____	____
2. Readiness for School	____	____	____
3. Behavior	____	____	____
4. Social Development	____	____	____
5. Reading	____	____	____
6. Math	____	____	____

I am interested in helping my child by:	YES	NO
1. Working With Him/Her At Home	____	____
2. Volunteering In The Classroom	____	____
3. Making Materials	____	____
4. Attending Parent Group Meetings (Workshops)	____	____
5. Having Home-Visits From Title I Teacher/ Therapist	____	____
6. Other _____	____	____

Resource Set 4

RESOURCE SET

SAMPLE ITEMS FOR TEACHERS

Examples were adapted from questionnaires developed by Title I staff in the following school districts: Concord, Keene, Lebanon, Rye, and Timberlane Regional.

SAMPLE ITEMS FOR TEACHERS

Following are seven examples from questionnaires used by New Hampshire Title I programs. These are not complete questionnaires, but rather selected samples.

EXAMPLE 1:

Do you feel Title I schedules and classroom schedules are coordinated?

Yes___ No___ Does Not Apply___ Suggestions_____

EXAMPLE 2:

Do you feel there are more students who are in need of services than are actually being served?

a) If so, approximately how many? _____

b) In what areas?_____

Please list any specific skills you think need special attention as they pertain to each of the three areas.

Math Language Development Reading

In what situation do you, as a classroom teacher, prefer this extra help be given to your students?

_____ One-to-one tutoring inside the classroom.

_____ One-to-one tutoring outside the classroom.

____ Small group inside the classroom.

_____ Small group outside the classroom.

_____ Other. Please note: _____

EXAMPLE 2: (Continued)

How do you prefer communication between you and the specialist be handled regarding programs and student progress?

a) Meeting with Specialist _____

How often _____

b) Written Report By Specialist _____

How often _____

c) Combination of Meetings and Written Reports _____

How often _____

d) Other? _____

_____

Whom do you feel should be responsible for developing the student's Title I instructional plan?

_____ Specialist Alone

_____ Teacher Alone

_____ Specialist and Teacher

_____ Other Suggestions _____

_____

EXAMPLE 3:

Do you feel any of the following components of Title I should be changed?

Yes	No	
___	___	Educational Objectives
___	___	Use of Materials
___	___	Instructional Time Periods
___	___	Frequency of Participation/Individual Students
___	___	Instructional Setting
___	___	Periodic Individual Pupil Evaluation

EXAMPLE 3: (Continued)

Do you feel you are informed on Title I guidelines and regulations?

EXAMPLE 4:

Should parent contact be:

Increased_____ Same_____ Decreased_____

If you need more time, how would you spend it?

Referral Process	_____	Parent Meetings	_____
Testing	_____	Observation	_____
Instruction	_____	Preparation	_____
Consultation	_____	Team Meetings	_____

Other - Specify:

Is the time that we spend with regular teachers:

More Than Enough ____ Adequate ____ Not Enough ____

EXAMPLE 5:

In what situation do you, as a paraprofessional, prefer to give extra help to students?

_____ One-to-one tutoring inside the classroom.
_____ One-to-one tutoring outside the classroom.
_____ Small group instruction inside the classroom.
_____ Small group instruction outside the classroom.
_____ Other. Please note:

Who is responsible for developing the instructional plans you use with children?

___Teacher ___Specialist ___Other, Please Specify

How is communication handled between you and the above person regarding student's progress?

EXAMPLE 6:

TO: Teachers and Specialists
FROM: Title I Director
RE: Needs Assessment

The academic criteria listed below is a more detailed outline of the parent's survey. At this time, I would ask you to indicate the NUMBER of children in your homeroom who are performing at least ONE YEAR below grade level in the academic areas which apply to your field of teaching. This assessment should be placed in the Title I mail box. The returns will assist the Needs Assessment Committee to determine which academic areas and grade levels will be considered for the next Title I grant.

Teacher_____Grade Level_____Specialty_____

ACADEMIC AREA	NUMBER OF CHILDREN
Reading/Word/Recognition and Word Analysis Skills	_____
Reading Comprehension Skills	_____
Math/Computation	_____
Math/Problem Solving	_____
Spoken Language	_____
Speech/Articulation	_____
Written Language/Grammar Syntax, Punctuation	_____
Spelling	_____
Handwriting	_____
Science	_____

EXAMPLE 7:

Circle one for each item.

Yes(Y)
No (N)
Not Applicable(NA)

1. Have you been satisfied with the referral system? If not, how can it be improved?	Y	N	NA
2. Have you been satisfied with the testing aspect of the program? If not, how can it be improved?	Y	N	NA
(a) better tests - more diagnosis	Y	N	NA
(b) earlier completion of testing	Y	N	NA
(c) less testing - collect information through other means	Y	N	NA
(d) more information to teachers	Y	N	NA
(e) other	Y	N	NA
3. Have you been satisfied with the selection process (criteria for enrollment) for serving the educationally disadvantaged children with greatest need? If not, suggest improvements/alternatives.	Y	N	NA
4. I feel there is ample planning time between Title I teacher and myself. What would improve this?	Y	N	NA
(a) regular meetings built into school day ___weekly ___monthly ___other	Y	N	NA
(b) regular written reports (such as)	Y	N	NA
(c) single reading program shared by you and remedial reading teacher	Y	N	NA
(d) other:	Y	N	NA

EXAMPLE 7: (Continued) Circle one for each item.

Yes(Y)
No (N)
Not Applicable (NA)

5. Do you feel the Title I program goals for individual students have been well-coordinated with other support services?	Y	N	NA
6. Would you recommend a block schedule in which the Title I teacher alternates working full time between two schools for a block of time (i.e., 6-8 weeks in one school, then 6-8 weeks in the other) providing follow-up contact with classroom teachers on a regular basis? This would provide daily service for children for about three blocks of time each year. Suggestions:	Y	N	NA
7. Would an in-class program be better than a "pull-out" program with the Title I teacher working in your classroom? Suggest ways to implement this:	Y	N	NA
8. Would more materials provided by Title I for use in class by Title I students be helpful? If yes, suggest types of material for use:	Y	N	NA

EXAMPLE 7: Circle one for each item.

Yes(Y)
No (N)
Not Applicable (NA)

9. Do you see a need for a class designed for children with severe language deficits? If yes, for what grade level(s)? How many children from your class would you recommend?	Y	N	NA
10. How long do you feel Title I children should be enrolled in Title I program?			
(a) 1 year only	Y	N	NA
(b) 2 years only	Y	N	NA
(c) as long as necessary	Y	N	NA
11. Should the Title I teacher make home visits as part of the program? (Purpose would be to increase parent involvement in child's program, increase amount and quality of parent/teacher contact, and foster better understanding of Title I programs in the schools.)	Y	N	NA
12. Would you support a Title I summer program if federal funding is available for this?	Y	N	NA
13. Pre-school Component (for K, 1, 2 grades only)			
(a) How many children in your classroom this year do you feel had Speech/Language problems which may or may not have required Speech/Language therapy?	Y	N	NA
(b) Have these children been at a disadvantage academically?	Y	N	NA

EXAMPLE 7: (Continued) Circle one for each item.

Yes(Y)
No (N)
Not Applicable (NA)

13. (c) Do you feel these children (in your class now) would have benefited from Speech/Language intervention with parents before they came to school?	Y	N	NA
(d) Would you like to see Speech/Language intervention with parents and pre-schoolers?	Y	N	NA
(e) Do you think this would help these same children be more successful in school?	Y	N	NA
(f) Are you aware of pre-school siblings of your students with Speech/Language problems?	Y	N	NA
(g) Would you recommend a summer program for children entering kindergarten who do poorly on their pre-school screening battery?	Y	N	NA
14. Communication With Title I Teacher			
(a) The Title I teacher communicated sufficiently with me.	Y	N	NA
(b) The Title I teacher was considerate of my concerns and suggestions regarding my students with the Title I program.	Y	N	NA
(c) I felt comfortable discussing general Speech/Language/Reading concerns with the Title I teacher.	Y	N	NA
(d) I felt my students were comfortable about going to Title I program sessions.	Y	N	NA
(e) I felt the rapport between Title I teacher and child was good.	Y	N	NA

EXAMPLE 7: (Continued) Circle one for each item.

Yes (Y)
No (N)
Not Applicable (NA)

14. (f) I felt the Title I teacher was cognizant of my students' needs in addition to Speech/ Language or Reading.	Y	N	NA
(g) I feel that the parents of my students understood why their child(ren) was(were) in Speech/ Language therapy.	Y	N	NA
(h) I am aware of the general purpose of the Title I program.	Y	N	NA
(i) I know why my students are in the Title I program.	Y	N	NA
(j) I know what my students are working on in Title I program.	Y	N	NA
(k) I feel that the Title I program activities are appropriate.	Y	N	NA
(l) I am aware of their progress in the Title I program as demonstrated in the classroom.	Y	N	NA
(m) I feel that my students have benefited from intervention:			
1) in specific speech/language or reading skills	Y	N	NA
2) academically	Y	N	NA
3) socially/emotionally	Y	N	NA
(n) I felt that my students were seen:			
1) often enough	Y	N	NA
2) too often	Y	N	NA
3) not often enough	Y	N	NA
15. Follow-up			
(a) If children were dismissed, the Title I teacher did recheck them after an appropriate length of time.	Y	N	NA

EXAMPLE 7: (Continued)

Circle one for each item.

		Yes (Y)	No (N)	Not Applicable (NA)
15. (b)	If a child was temporarily dismissed from Title I, s/he was rechecked after an appropriate length of time.	Y	N	NA
(c)	The Title I teacher was aware of academic implications of Speech/Language therapy and discussed these with me.	Y	N	NA
(d)	If necessary, the Title I teacher supplied activities and/or suggestions to be carried out in the classroom with the child.	Y	N	NA
(e)	When a child from my room was referred for an evaluation done by the Title I teacher, I was made aware of the results and implications.	Y	N	NA

RESOURCE SET

SAMPLE DATA SUMMARIES

Examples were adapted from reports prepared by Title I staff in the following school districts: Rye, Somersworth, and Dover.

EXAMPLE 1: NEEDS ASSESSMENT REPORT

A major Needs Assessment Survey was conducted during February and March of this year for the purpose of prioritizing an area of need for the next Title I program. All teachers, specialists, and parents of children in district schools were contacted by means of an assessment instrument developed by the Needs Assessment Committee. Teachers were asked to determine the numbers of children they felt were working one or more years below grade level. Parents were asked to indicate their degree of satisfaction in academic and behavioral areas. Statistical data was utilized to support these subjective opinions.

RESULTS

Sixty-one per cent (61%) of the parent survey was returned. The following is a list of those academic areas in which parents felt their children were making unsatisfactory progress.

Area	Number of Children
Written Language	49
Handwriting	46
Spelling	43
Math	28
Reading	25

Results of the teachers' survey indicate numbers of children they felt were working one or more years below grade level.

Area	Number of Children
Reading Comprehension	50
Reading/Word Recognition, Word Analysis	43
Written Language	46
Handwriting	44
Spelling	39
Math/Computation	26
Math/Problem Solving	35

Children were administered a Stanford Diagnostic Reading Test in the Fall of 1979. Numbers of children scoring at or below the fourth stanine are as follows:

Area	Number of Children
Phonetic Analysis	46
Structural Analysis	64
Word Meaning	10
Total Comprehension	51

ANALYSIS OF NEEDS

All parent and teacher surveys are subjective opinions of performance areas. Each group agrees upon five major areas of need: Written Language, Handwriting, Spelling, Math, Reading. The four Language Arts areas are closely correlated. Reading, however, has first priority of teachers and least priority of parents.

Statistical data indicates a sufficient number of children to develop a reading program. However, it is not a true representation of present needs because only 21 sixth and seventh graders are included in the results, and the test was administered in the Fall of 1979.

GRADE LEVEL ANALYSIS

Grades 3, 4, and 5 show marked increases of children below grade level in all five areas. At these levels, there is a higher expectation of performance. Less emphasis is on skill teaching than on applying skills for learning in content areas.

Statistical data shows 12 sixth and seventh graders below norms in reading. Teacher survey does not support this possibly because of poor returns. Again, only 21 junior high children are represented on this data sheet.

INTERPRETATION

Meetings were held with the following groups for feedback in the analysis and interpretation of results: Elementary Staff; Specialists; Superintendent; the Needs Assessment Committee. The Principal presented copies to the junior high staff. All expressed a desire to include reading in the next Title I proposal. Concern over written language was expressed by the Elementary teachers and several members of the Needs Assessment Committee.

An onsite review was held on April 3, 1980, with Consultants from the State Title I ESEA Office from Concord. The needs assessment and the future project were discussed at this time. Some concern was expressed on supplanting the district's responsibility if the project were to address primarily reading needs. Including written language as it is in the present program would avoid this problem. However, they did not consider handwriting a problem to be addressed by Title I.

CONCLUSION

In order to meet the needs expressed by parents, teachers, and to coordinate a program acceptable to the SEA, the project to be presented for FY '81 will again be called: "Providing for Individual Differences Through Receptive and Expressive Language." It will include grades 1-8 with concentration on grades 4-8. An outline of the proposed program is included along with a copy of this Needs Assessment.

EXAMPLE 2: RECORDS REVIEW

Year	Percentage of All Children With Pre-School Experience	Percentage of Title I Children With Pre-School Experience
1977	83%	53%
1978	81%	53%

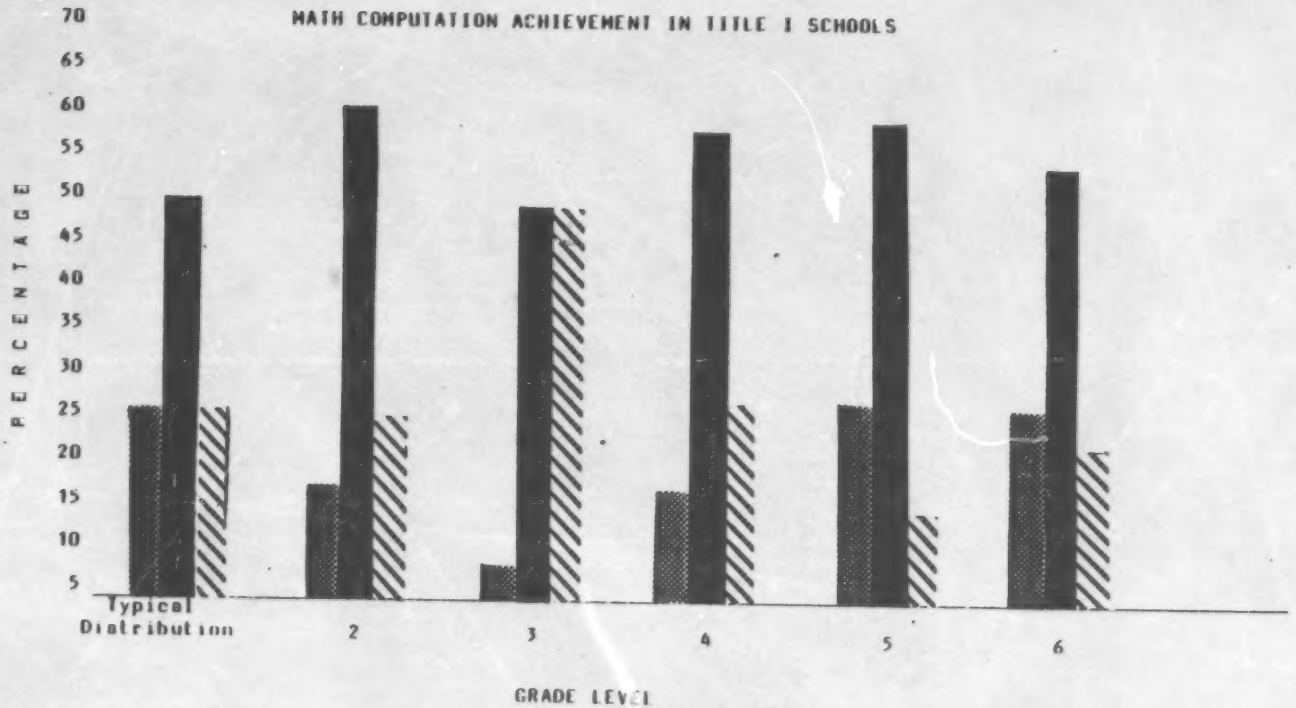
Possible conclusions: Information shows importance of early experience (preschool and/or kindergarten) to successful school achievement. Need for preschool services to extend to more children.

EXAMPLE 3: EMPLOYEE SURVEY

Representatives from major local businesses were contacted and asked during short interviews about the educational needs of young people entering the work force. Also discussed were keys to successful employment and skills most often in demand. Employers contacted included service-related businesses, retail stores, manufacturers, and public service employers.

Possible conclusions: Primary areas of need identified by employers included oral language, following directions, communication with other employees, and basic mathematical operations. Need for Title I program to extend to secondary level to address these needs.

EXAMPLE 4: GRAPHS OF TEST SCORES



The first set of bar graphs shows a typical distribution of test scores by percentage of students in below average, average, and above average groupings. The remaining set of bar graphs show the actual percentage of scores in each group by grade level. The gray bar in each grouping highlights the percentage of students scoring below average -- of interest to the Title I planning committee.

RESOURCE SET

SAMPLE COMMUNICATIONS

Examples were adapted from communications developed by Title I staff in Lebanon and Somersworth.

EXAMPLE 1: COMMITTEE APPOINTMENT

This letter is a confirmation of your appointment to serve on the Title I Needs Assessment Committee. The Committee will meet approximately five times through January. Meetings will be held in the conference room at the Union Office Building. The Committee will be working with a consultant to carry out the needs assessment.

The Needs Assessment Committee is charged with the responsibility for establishing the priority needs of the educationally deprived population in our communities. Each of you brings to the Committee knowledge of and concern for a particular segment of that population. You will be involved in planning the process for the needs assessment, providing information to the Committee, and reviewing and analyzing data collected.

The Committee's final product should identify the priority academic needs of our educationally deprived students. Any recommendations you wish to make regarding the designing of programs to meet these needs will be welcomed. I am hopeful that the results of the work of this Committee will give us direction for future planning, particularly in regard to the expenditure of Title I funds.

The first meeting of the Committee will be held Tuesday, September 26, at 9:00 a.m. Thank you for your willingness to serve on this most important Committee.

Very truly yours,

_____

Superintendent of Schools

EXAMPLE 2: AGENDA

TIME	SUBJECT
	Introduction of Members
	History of Local Title I Project
	Needs Assessment Process in General
	Responsibilities of Committee Members
	Suggested Time Frame
	Defining "Educationally Deprived" Students
	Limits of the Needs Assessment -- What Grade Levels Should be Included? Who Should Be Involved in Giving Input?
	Planning for Next Meeting

EXAMPLE 3: QUESTIONNAIRE COVER LETTER TO PARENTS

Dear Parents:

Our school districts are now conducting an educational Needs Assessment. Both districts have on-going programs using Federal money. In order to continue the funds, a Needs Assessment must be carried out every three years. Better educational programs can then be planned for those students who are achieving below grade level.

We would appreciate your help with this project. Will you please complete the enclosed questionnaire and return it to your child's school by _____. If you would like to keep your reply strictly confidential, you may mail it to one of the committee members listed below. Also, if you would like to talk to one of the members personally, your concerns and suggestions will be most welcome. Feel free to contact one of them.

We thank you for your participation.

Sincerely,

_____, Chairperson
Needs Assessment Committee

Committee Members

List names, addresses and telephone numbers

EXAMPLE 4: LETTER OF EXPLANATION TO PARENTS

Dear Parents:

The Title I Program is currently conducting a needs assessment to determine what factors contribute to a lack of student success. We are asking parents, teachers, and principals to help us. Title I programs are designed to meet the needs determined by this assessment. Currently we have three programs serving the needs of school children in our district:

1. a language therapy program for grades K-6 in all schools;
2. a remedial reading program in the junior high school and one elementary school; and
3. a preschool, home-based language development program.

We would like to know what you consider to be the major concerns regarding your child(ren's) success in school. What you identify as concerns, if any, will in a very direct way, affect what kinds of programs are provided for children in school for the next three years.

Please take a few minutes now to complete the following questionnaire and return it with your child to school. This will greatly benefit our planning efforts.

Thank you for your cooperation.

Sincerely,

Title I Project Manager

EXAMPLE 5: EXPLANATION TO SCHOOL STAFF

As a requirement for all school districts accepting Title I funds for supplementing their educational programs, a needs assessment must be conducted at least every three years. It is now time for our school system to do this.

A "needs assessment" for this purpose involves identifying all students who are not succeeding in school and analyzing the information available to determine why they're failing, e.g., through standardized achievement scores, teacher ratings of students' needs and parents' ratings of children's needs. Based on the results of the needs assessment, Title I programs are then locally designed and proposed which meet the greatest educational need of the districts involved (not necessarily every need). It is important then that the needs assessment be done well to ensure the establishment of appropriate educational programs for our children.

To conduct the needs assessment, the New Hampshire Title I Office recommends the appointment of a committee including parents, teachers, principals, administrators, school board members and other local residents to ensure representation of all students and types of educational needs.

A questionnaire/checklist is now being circulated to teachers to begin collecting data on students having difficulty in school. The committee will compile the results of this survey, discuss them, and propose appropriate programs to meet the needs identified.

I'm now looking for volunteers to serve on the needs assessment committee which will meet monthly beginning December 20 at 3:00 p.m. and ending in March (Four meetings total). Location: Superintendent's Office Building. Anyone interested in serving on this committee should contact me.

Title I Project Manager
Address:
Phone:

EXAMPLE 6: LETTER OF APPRECIATION

Many thanks to all of you who completed the Title I needs assessment questionnaires recently. Preliminary results point to problem solving as being the greatest factor of those listed contributing to a lack of student success in school.

The next step in our needs assessment process is to meet with a sampling of teachers in each district to discuss those categories from the questionnaire which most affect student success. After clarifying the definitions of these categories together, we will brainstorm on program ideas and considerations to assist the Needs Assessment Committee in developing appropriate Title I programs for each district.

The discussion will require one or two sessions after school between now and mid-March. If you would like to volunteer to participate in these discussions, please contact one of the staff listed below. We need at least one volunteer from each school.

Contact Person Phone Number

EXAMPLE 7: SUBCOMMITTEE REPORT ON TEST SCORES

I have met with elementary school principals to review past Stanford Achievement Test results and to seek the opinions of these principals with regard to recommendations for direction of future Title I programs.

The review of the Stanford Achievement Test included the comparison of grade equivalent and stanine results from the May testing. Grades four and six scores were reviewed. Areas tested and reviewed included: vocabulary, reading comprehension, word study skills, math concepts, math computation, math applications, spelling, language, social science, and listening comprehension. We were interested in determining the curriculum areas within which our children received lowest school grade equivalent and stanine scores. Although those areas vary from school to school, the principals thought the following areas were noteworthy: math concepts, math computation, and listening comprehension.

The principals would like to express their satisfaction with the present organization, staffing, and program direction of Title I. It is the principals' recommendation that we maintain the quality of the existing program and neither change nor expand the purpose of that existing program unless sufficient funds become available. If sufficient funds become available, it is the recommendation of the elementary principals that the Title I Reading Program include goals intended to strengthen the gross and fine motor skills of some children in the primary grades (e.g., letter formation).

In summary, fourth and sixth graders show least mastery in the areas of math concepts, math computation and listening comprehension. The principals, at this time, recommend that future Title I programs maintain the reading goals of the current program.

Respectfully submitted,

Principal

EXAMPLE 8: SUBCOMMITTEE REPORT ON INTERVIEWS

I have interviewed directors and/or teachers from the following (School District) preschools:

Preschool A	Ms. A.
Preschool B	Mr. B
etc.	etc.

To the first question concerning the first priority for use of federal money in the public schools, the answers were as follows:

social service	1	reading	3
self-image	1	spoken language	1
math	1	early childhood	1

The persons interviewed were consistent in their choice of preschool and primary levels for the application of federal funds. All of them saw a need to apply the funds at the beginning of the formal educational process.

Four Head Start parents were interviewed. Their first choice for funding was as follows:

reading	2
spelling	1
speech	1

Two of the parents preferred to have the funds spent at the preschool level, one preferred primary, and one thought any such funds should be spent at the high school level.

Two felt that funding at the parent level should be spent for counseling, and two chose training in parenting.

In summary, there was a wide range of choices concerning the use of federal funding in the schools on the part of preschool personnel, but there was complete agreement as to the chosen level of application of such funds.

The parent sample, I feel, was too small to be meaningful.

Respectfully submitted,

_____

Director, County Head Start

EXAMPLE 9: REPORT TO STAFF

Dear Teachers and Principals:

First of all, I would like to thank you for the support you continually gave to the Title I program(s) in your school and for taking the time last December-January to complete the first needs assessment questionnaire we sent out.

Second, I'd like to share with you a brief summary of the results of that survey:

Out of the 33 factors possibly contributing to a student's lack of success, teachers in three of the districts agreed upon the top five factors. They are: Short Attention Span, Maturity Level, Emotional Instability, Negative Self-Image, and Low Aspiration Level.

In terms of subject area needs which Title I addresses (reading, other language arts, or math), reading and language arts were shown to be areas of greater need, thus generally supporting continuation of the current Title I programs. However, we must look carefully at <u>how</u> the Title I programs can best meet these student needs.

Third, I would ask once again for your assistance in our needs assessment process by completing the attached questionnaire. This will give us useful information in evaluating this year's program (an annual requirement), as well as help plan more specifically for Title I services over the next three years. Please return the questionnaire to the Title I teacher in your building or to me at the School Administrative Unit Office by April 9.

The results of the total needs assessment will be shared locally with school boards, the administrative team, staff development committee, and Title I Parent Advisory Councils. Additional copies will be available at printing cost by contacting me at the Superintendent's Office.

Sincerely,

Title I Project Manager

RESOURCE SET

WAYS TO INVOLVE PARENTS IN EDUCATIONAL PLANNING

WAYS TO INVOLVE PARENTS IN EDUCATIONAL PLANNING

There are a number of ways in which parents can and should be involved in the long-range planning and annual assessment processes. Title I project managers are sometimes faced with both the problem of insufficient staff time to conduct those tasks and with the problem of finding meaningful tasks for parent involvement.

This section suggests ways in which one problem can sometimes become the solution for the other. It lists some ways in which Title I programs have involved parents beyond mere participation as a member of a planning committee. It is not meant to be an exhaustive list, but rather to provide a few new ideas and to encourage those who have already initiated special roles for parents in long-range planning and annual assessment activities. In any case, it is important to remember that parents (like the rest of us) are likely to vary in skills and interest. Not all suggestions will be appropriate for all parents.

PARENTS AS CONTRIBUTORS OF INFORMATION.

Parents of Title I and non-Title I students are frequently the focus of data collection efforts. For example, items might be written to elicit information about the achievement and needs of their own children or about their own preferences for involvement with the Title I program. For annual assessments, parents can contribute evaluative information about the operation of the Title I program as it affects them (communication, parent activities, governance) and their children (academic progress, attitude toward school, achievement needs).

When seeking parents' input, it is important to limit questions to those about which parents have reasonable knowledge. In other words, questions about achievement needs should be targeted to their <u>own</u> children's needs, not the needs of children in general.

PARENTS AS STUDY PLANNERS

Parents can contribute a great deal to the design of the long-range planning effort as members of a working committee. In that capacity, they can identify sources of information, develop instruments (especially items on surveys which are for other parents), and organize the implementation of data collection efforts. Parents' perspectives might be most helpful in setting the boundaries for the planning effort -- identifying the questions which need to be addressed and defining the scope of the study.

PARENTS AS DATA COLLECTORS

Consider using PAC members to administer surveys to other parents or to conduct interviews with parents, students and school personnel. Written questionnaires can be administered in interview format to selected parents. Remember that Title I parents may be especially effective as interviewers of other Title I parents because they may be perceived as non-threatening and are likely to establish rapport with some parents when school officials cannot.

If parents are used in these capacities, it is a good idea to conduct a training session to ensure consistent interpretation of questionnaire administration procedures and to anticipate concerns which may arise (e.g., explaining the instrument's purpose, dealing with reticent respondents). It is also essential to inform school officials about parents' roles in data collection. Remember that Title I parents' names cannot be released to other parents unless they have given consent.

PARENTS IN THE TABULATION AND SUMMARY ROLE

Whether information for long-range planning is collected from records, interviews or surveys, tabulation and summary is often the most time-consuming part of the process. If parent volunteers are used at this stage, be sure that tally and analysis procedures are clear and available for reference in written form. Develop data summary sheets onto which information from individual questionnaires, interviews or records can be easily transferred.

A data summary sheet for a questionnaire should have all the possible response categories for each item and sufficient writing space for recording answers. Open-ended items should be accompanied by prepared categories for response classification.

If parents are used in a data summary capacity, work through several examples with them which represent a range of possibilities.

PARENTS AS PROGRAM PLANNERS

PAC members can participate in the development of the Title I program design based on the data collected in the long-range planning process. Parents can make recommendations for program "location" (grade levels and content focus) and general design (parent education activities, scheduling, techniques to emphasize). Chapter 6 of this guidebook has a description of a suggested process for the development of recommendations.

In whatever ways parents are involved, keep in mind that:

- a positive experience depends on making real contributions to planning:
- careful planning by the Project Manager is the best way to ensure that parents have positive experiences:
- parents should be considered peers in their involvement in the process, working partners rather than assistants; and
- the time invested in training parents will pay off in the long run when they transfer new skills to other tasks and strengthen their investment in the Title I programs.

If these four points are kept in mind, the Title I program will gain valuable resources, both for the tak of program planning and for future activities.

RESOURCE SET

NEW HAMPSHIRE RESOURCES FOR EDUCATIONAL PLANNING

TITLE I RESOURCES

The State ESEA Title I office is located in the Division of Instruction and is part of the New Hampshire State Department of Education. Offices are located at 64 North Main Street, Concord, New Hampshire. The Title I staff includes four education consultants, one Coordinator of Migrant Programs, and two secretaries.

Consultant responsibilities involve working with all New Hampshire school districts that receive Title I funds in all aspects of federal project management. This includes program planning, development, implementation and evaluation; preparing for and conducting program reviews; budget planning and coordination of Title I with district services. Individual consultants have curriculum expertise in specific areas and are also available to assist in Title I staff and parent training.

Additional ideas for program development can be found in the Title I office library, which contains an excellent assortment of books and materials specific to Title I program development. The Title I office also publishes a quarterly newsletter and holds frequent workshops. Workshops can be planned in response to individual interests and needs.

A primary contact for Project Managers is their State Title I consultant -- one is assigned to each district. In addition to the Title I Consultant, other sources of information include educational programs, professional organization, colleges and universities, and the Title I Technical Assistance Center. The following list identifies some key resources within the state. Be sure to check for expertise available within your school district before contacting other resources.

SOURCES OF INFORMATION

*CONTACT	SERVICES AVAILABLE
ESEA Title I Office N.H. Department of Education Division of Instruction 64 North Main Street Concord, NH 03301 (603) 271-2717 Richard B. Hodges, Jr., Coordinator Mary Stuart Gile, Consultant John M. Gray, Consultant Keith A. Hanscom, Consultant Susan Rowe, Coordinator of Migrant Programs Jack Mansell, Teacher Recruiter Barbara Noonan, Administrative Assistant Candace J. Norton, Stenographer	Consultant services in: project management, program planning and development, program implementation and evaluation; proposal and budget preparation: staff development through workshops, on-site visits, and group presentations. The Title I Library contains an excellent assortment of books and materials, many of which are related to ESEA Title I.
New Hampshire Parent Information and Action Group Joye C. Olson, Chairperson 5 Allen Street Penacook, NH 03303 (603) 753-4765	Information and assistance in establishing parent councils, disseminating parent training materials and newsletters, conducting workshops.
Seacoast Association for Educationally Disadvantaged Children Mary-Ellen Ham, President Dover Junior High School Dover, NH 03820 (603) 742-3172	This is an organization of Title I Project Managers, staff and parents, which provides a support network. A major function is the Annual Spring Conference.
Other Title I Project Manager Support Groups Southwest Representative: Ann Fontaine (603) 863-3710 Central Representative: Tom McNamara (603) 225-3325	Two regional groups meet several times during the year to discuss issues relating to Title I project management and to provide support for one another.

CONTACT	SERVICES AVAILABLE
BASK (Title I Basic Skills in Reading) Mary Freitas, Project Manager Amoskeag School 121 Front Street Manchester, NH 03102 (603) 624-6426	BASK is a nationally validated Title I reading and mathematical program serving elementary grade students in Manchester. Staff are available to provide workshops in reading and mathematics, as well as to assist in parent involvement.
Region I Technical Assistance Center RMC Research Corporation 400 Lafayette Road Hampton, NH 03842 (603) 926-8888 (800) 582-7175 M. Christine Dwyer New Hampshire State Coordinator	Training and technical assistance in program planning and needs assessment, program evaluation; test information: implementation of the Title I evaluation and reporting system. Assistance is provided through workshops, on-site visits and materials.
New Hampshire State Department of Education Division of Instruction 64 North Main Street Concord, NH 03301 (603) 271-2529 Frank W. Brown, Chief	Consultant Services for: Elementary and Secondary Education, Nonpublic Schools, Equal Educational Opportunity, Early Childhood, Science, Mathematics, Social Studies, Bilingual, Driver Education, Title IV ESEA Innovative and Exemplary Programs.
New Hampshire State Department of Education Division of Administration State House Annex Park Street Concord, NH 03301	Consultant services in issues related to school administration.
Office of Teacher Certification George Lewis, Director Rosemary Duggan, Assistant Director (603) 271-2407	Consultative services in teacher certification and staff development.
Dissemination Office Dr. Randy Edwards, Director (603) 271-2777	Assistance, resources and techniques related to dissemination of educational information.
ERIC Marcia Chappell (603) 271-2777	Information on latest research on a wide variety of educational programs.

CONTACT	SERVICES AVAILABLE
New Hampshire Facilitator Center Route 3, Box 36a Loraco Plaza Concord, NH 03301 Jared Shady (603) 224-9461	This center is the primary contact for information about all programs disseminated through the National Diffusion Network (NDN) and New Hampshire Project Spread. The National Diffusion Network includes validated Title I programs.
University of New Hampshire Department of Education Morrill Hall Durham, NH 03824 (603) 862-2310	Dr. John Carney, Reading Dr. Don Graves, Writing Dr. Deborah E. Stone, Mathematics and Early Childhood
Plymouth State College Department of Education Plymouth, NH 03264 (603) 536-1550	Dr. Gayle Flickenger, Reading Dr. Eldwin Wixson, Mathematics Dr. Richard Evans, Mathematics
Keene State College Department of Education Keene, NH 03431 (603) 352-1909	Dr. June Westcott, Reading Mr. Albert Mosley, Mathematics
New England College Department of Education Henniker, NH 03242 (603) 428-2352	Dr. Marvin Seperson
Notre Dame College Department of Education Manchester, NH 03104 (603) 669-4298	Sr. Louise Auclair, Director of Graduate Programs
Rivier College Department of Education Nashua, NH 03060 (603) 888-1311	Sr. Joseph Landry, Chairman, Department of Education
School Volunteer Program 121 Front Street Manchester, NH 03102 (603) 622-5711 Nancy Craig, Director	This non-profit organization is contracted by the New Hampshire State Department of Education to offer training and leadership in New Hampshire school districts to start, maintain and improve school volunteer programs.

OTHER RESOURCES

Creative Classrooms
Walnut Hill Seminar
Raymond, NH 03077

Fritz Bell, Director
(603) 895-2437

Creative Classrooms offers workshops, classes and courses at the Raymond center and in schools. Academic credit from Lesley College is available. In addition, there is an educational materials recycle center on-site as well as conference facilities for groups planning their own meetings and workshops.

New Hampshire Association for Education of Young Children
Peggy Roy, Membership Chairperson
Community Day Care
Lafayette Road
Portsmouth, NH 03801
(603) 436-8414

New Hampshire Association of Readiness Teachers
Priscilla Levasseur
21 Heritage Circle
Hudson, NH 03051
(603) 883-4798

Granite State Council of the International Reading Association
Ms. Almira Baston, Chairperson, Membership
Goffe's Falls, Highland School
Manchester, NH 03103
(603) 624-6334

Association of Teachers of Mathematics in New England/New Hampshire
Richard Balomenos, President
Mathematics Department
University of New Hampshire
Durham, NH 03824

The authors are most grateful to all Title I staff and parents who contributed valuable information and ideas to this handbook. We hope that in consolidating the ideas, we have created a document that will be useful to all of you in the pursuit of excellence in planning educational services for Title I students. Please contact us if you have questions and, by all means, invite us to assist you should you choose to follow these recommendations.

It is the policy of the New Hampshire State Board of Education and the State Department of Education not to discriminate in their educational programs, activities, or employment practices on the basis of race, language, sex, age or handicapping condition, under the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; and the Education of All Handicapped Children Act of 1975.